

# Say It, Show It—Help Them Know It! Using Visuals to Support Children's Success

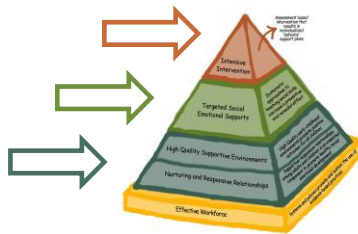
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Louisville, KY  
6/29/17

## Agenda

- What is the Pyramid Model?
- Disclaimers
- Visuals
- Supporting independence
- Enhancing the curriculum and supporting engagement
- Supporting social-emotional skills & preventing challenging behavior
- Door prizes!

## What is the Pyramid Model?



## Disclaimers

1. Focus is on visuals

2. Add to your "bag of tricks"

3. Sharing is awesome!

## What would we do without visuals?

What do I have scheduled  
to do this week?

What food do I need  
to buy at the grocery  
store?

Where is the bathroom?!?

What am I supposed to do at  
this intersection?

## What does knitting have to do with anything?



## Supporting Independence

### Supporting Independence

- Classroom design
- Schedules and routines
- Classroom rules

### Classroom Design

- Things to keep in mind:
  - Minimize large open spaces and “runways”
  - Consider the needs of children with physical and sensory disabilities:
    - Can they move around room?
    - Is the room visually overwhelming?
  - Ensure optimal visibility
  - Make boundaries clear
  - Use visual and environmental cues to help children know what to do





### Classroom Design: Centers

- How are visuals and environmental cues used to show children:
  - Which centers are available and which are closed?
  - How many children can go to each center?
  - If a center is "full"?
  - How to change centers?
  - How to access and clean-up materials in a center?
  - How to play or work in a center?



## Classroom Design: Restricted Areas

- The multi-purpose stop sign
  - To indicate when a center is "closed"
  - To indicate when an area is not accessible to students (e.g., teacher's desk)

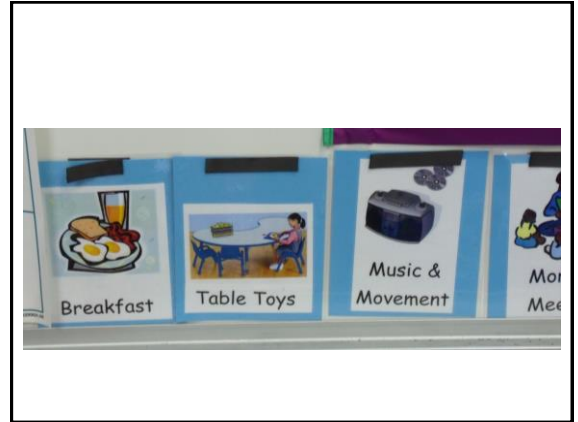


## Schedules and Routines

- Schedules represent the big picture—the main activities to be completed daily
- Routines represent the steps that make up the schedule
  - E.g., Breakfast, circle, transition to centers, centers, bathroom, etc.
- Every classroom has a schedule and routines—but how do kids know what they are supposed to do?

## Visual Schedules

- Use them to:
  - Teach children the schedule
  - Establish a routine and follow it consistently
  - Teach children the expectations of each routine
  - When changes are necessary, prepare children ahead of time
  - Provide individualized support to children who have difficulty following the schedule
- Don't forget to make them interactive!



### Individualized Visual Schedules



### Routines

- What are some common routines in preschool classrooms?
- Which of these are challenging in your classroom?



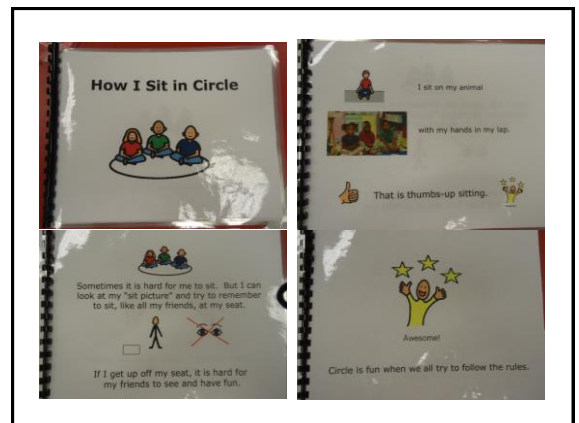


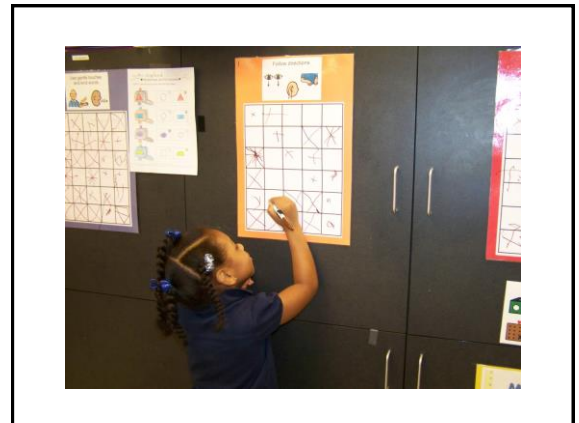
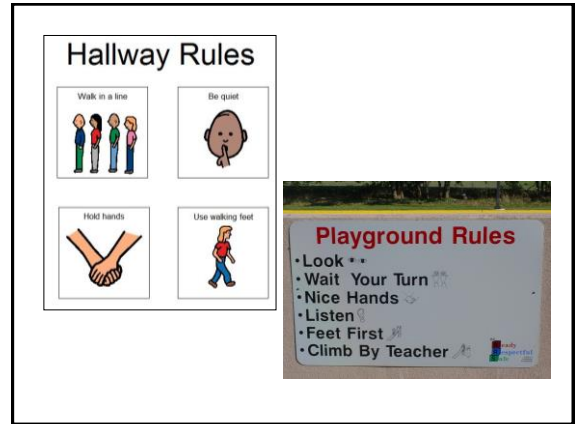
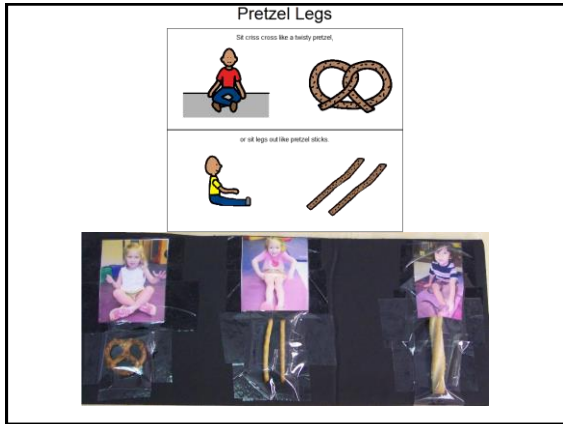
### Individualized Handwashing Routine Visual



### Rules

- Visuals can be used to help systematically teach rules to children and help them understand what the rules mean
  - Classroom rules
  - Activity-specific and location-specific rules







### Supporting Children Throughout the Day: Activity

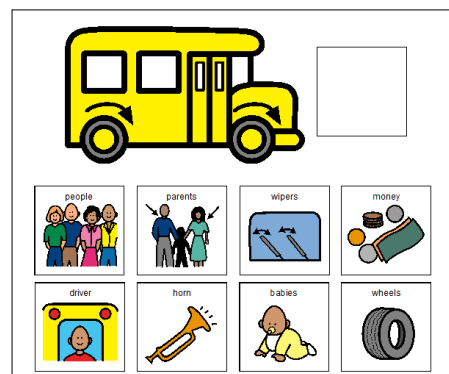
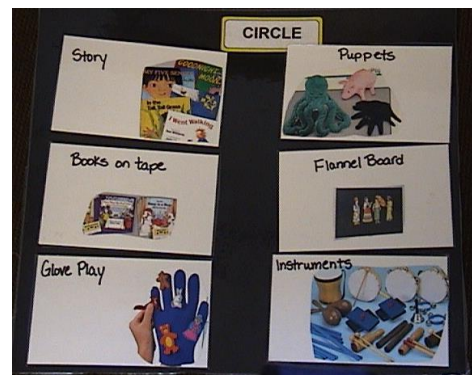
You have helper jobs in your classroom, but a lot of kids don't seem to understand what to do. They let the door fall closed when they are the door helper. They get water everywhere but the plant when they are the plant helper. They also fight over the jobs and are always asking when they can switch jobs.

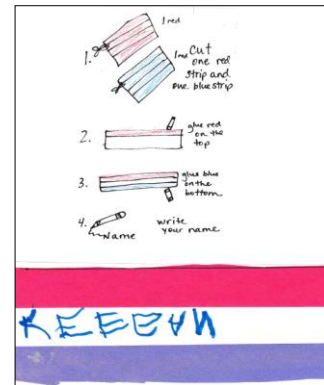
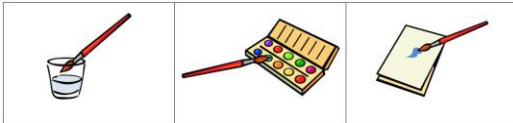
### Enhancing the Curriculum and Supporting Engagement

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- Visuals can be used to support children's engagement in a variety of activities, including:

- Circle
- Centers
- Outside play





### Pumpkin Pie Play Dough

- 1.) Pour 4 cups of flour in bowl.  
- 2.) Add 1 cup of salt.  
- 3.) Add 2 tablespoons of oil.  
- 4.) Add 1 cup of cold water.  
- 5.) Add 2 tablespoons of pumpkin pie spice.  
- 6.) Add 5 drops of red food coloring and 5 drops of yellow food coloring.   
- 7.) Stir.  



## Dramatic Play

- Engaging in dramatic play with others can be difficult for many children
  - Visuals can be used to:
    - Provide extra support to children who need help engaging in dramatic play roles
    - Assist in turn-taking
- Visuals also beneficial in other ways:
  - Help children wait for high-interest roles
  - Communicate expectations
  - Support engagement
  - Provide choices





### Supporting Children Throughout the Day: Activity

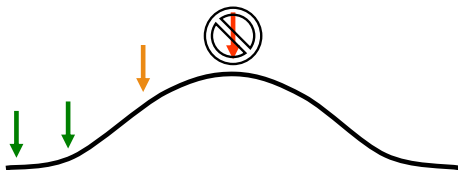
In the block center, some kids just take the blocks off the shelves and leave them on the floor. There are some children who create elaborate pretend play scenarios using the materials at the center, but a few kids are dominating the play and won't let anyone else organize the play or expand on it.

### Supporting Social-Emotional Skills & Preventing Challenging Behavior

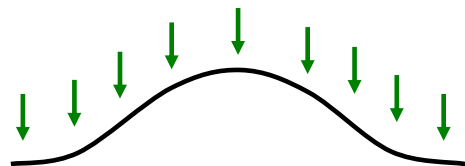
### Supporting Social-Emotional Skills and Preventing Challenging Behavior

- Emotional literacy
- Anger management
- Problem-solving

### When Should You Teach?



### When Are Visuals Helpful?





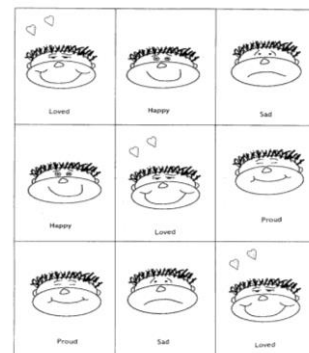
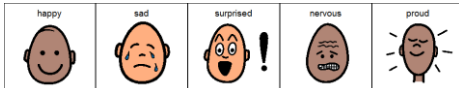
## Emotional Literacy

- Emotional literacy is the ability to identify, understand, and express emotions in a healthy way
- What does it involve?
  - Recognizing emotions in self and others
  - Talking about own emotions
  - Expressing and managing anger appropriately
  - Regulating one's own emotions (e.g., learning how to calm down)
  - Responding appropriately to others' emotions



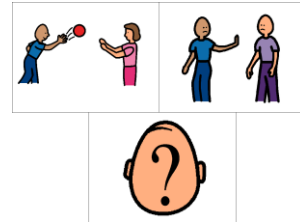
How, How, How Do I Feel?  
(sung to the tune of "Row, Row, Row Your Boat")

Happy, happy smiling faces, look at my big grin.  
I am happy, see my face, making a big grin.  
Sad, sad frowning faces, look at me boo-hoo.  
I am sad, see my face, crying big boo-hoos.  
Surprise, surprise is my face, eyes are open wide.  
I'm surprised, see my face, eyes and mouth open wide.  
Nervous, nervous is my face, eyebrows and teeth are tight.  
I am nervous, me oh my, trying with all my might.  
Proud, proud is my face, shoulders and smiles are big.  
I am proud, standing tall, smiling really big.



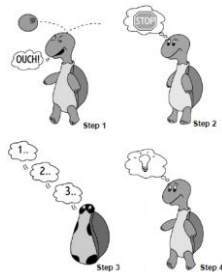


Katie and Wu-ying were playing ball, and Jeremy asked to play with them. They said no. How do you think that made him feel? How would you feel if that happened to you? What could Jeremy do?



### Anger Management: Tucker the Turtle Technique

- Step 1: Recognize that you feel angry.
- Step 2: Stop! Keep your hands, body, and yelling to yourself.
- Step 3: Go into your shell. Take 3 deep breaths. Think calm thoughts.
- Step 4: Come out of your shell when you are calm and think of a solution.



### Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching the "Turtle Technique"

By Rochelle Lentini, University of South Florida

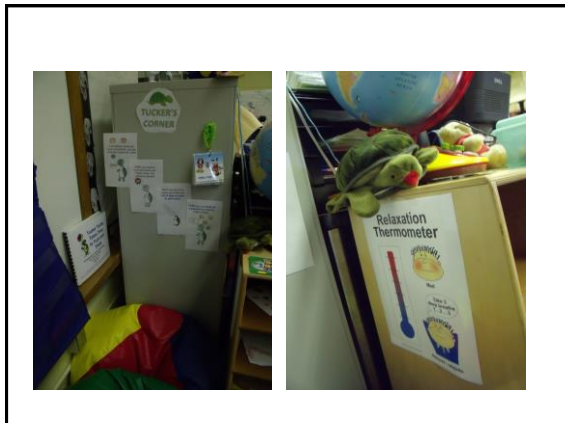
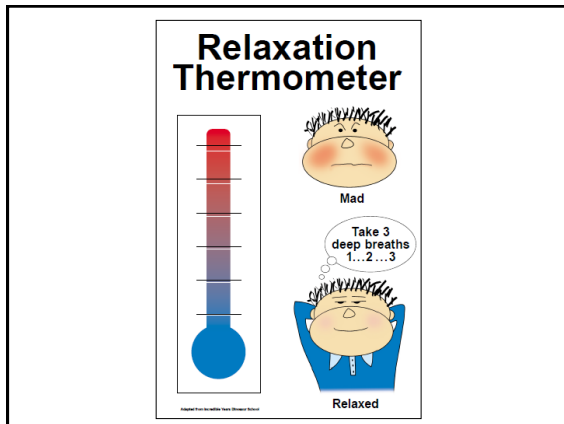
Updated 2007

Created using pictures from Microsoft Clipart® and Webster-Stratton, C. (1987). The teachers and children videotape series. Dina dinosaur school. Seattle, WA. The Incredible Years.

Center on the Social and Emotional Foundations for Early Learning



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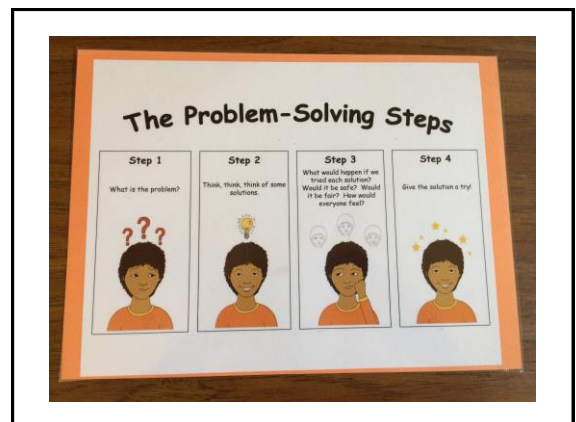


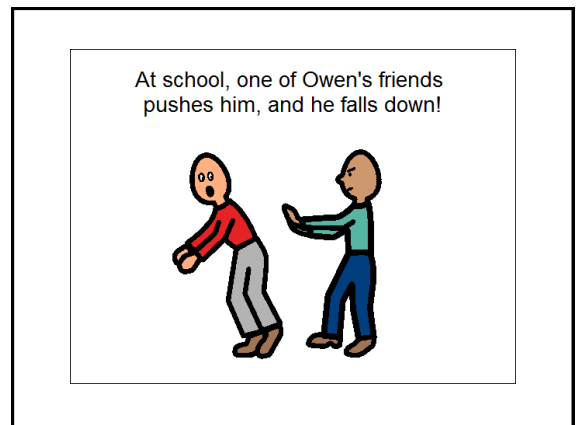
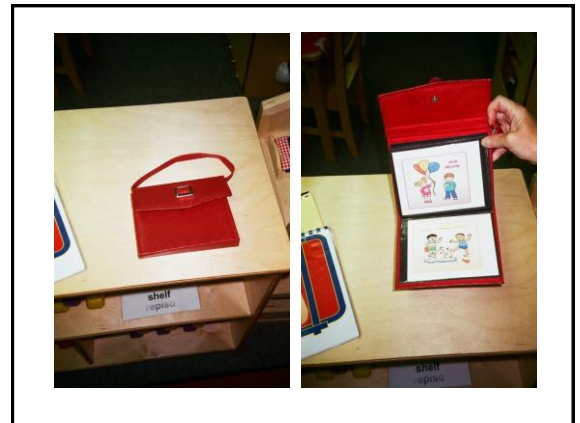
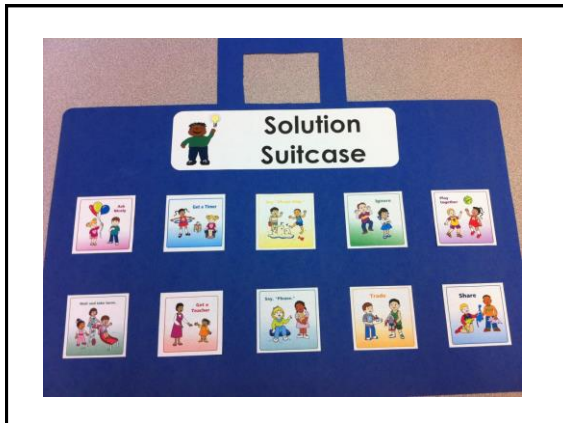
## Problem-Solving

- Children need to know:
  - When to problem-solve
  - Problem-solving steps
  - Potential solutions to problems
  - There are multiple solutions to any problem
  - Solutions have consequences
  - How to evaluate solutions
  - What to do when a solution doesn't work

## Problem-Solving

- Teaching strategies
  - Direct teaching
  - Problematize situations
  - Discussions
  - Role playing
- Visuals can be incorporated into all of these strategies









### Supporting Children Throughout the Day: Activity

You taught friendship skills at the beginning of the year, but your children don't seem to be engaging in many friendship behaviors! They have a hard time sharing materials, taking turns, and using kind words with one another.

### Resources for Visuals

- [csefel.vanderbilt.edu/resources/strategies.html](http://csefel.vanderbilt.edu/resources/strategies.html) (free)
- [www.challengingbehavior.org/do/resources/teaching\\_tools/ttyc.htm](http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm) (free)
- [www.picto4.me/site](http://www.picto4.me/site) (free)
- [www.pictoselector.eu/](http://www.pictoselector.eu/) (free)
- [www.images.google.com](http://www.images.google.com) (free)
- [www.boardmakershare.com](http://www.boardmakershare.com) (free, but must have Boardmaker)
- [www.mrsriley.com](http://www.mrsriley.com)

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